Taming the Captioning Beast: Defining C-Print, Typewell, CART When are they appropriate in K-12?

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What is PEPNet?

- PEPNet is <u>P</u>ostsecondary <u>E</u>ducational Programs <u>Net</u>work established in 1997
- Funded by Department of Educations, Office of Special Education Projects

PEPNet's

three-pronged approach improves educational access for students who are deaf or hard of hearing.

Technical Assistance & Dissemination
Linking state, regional, and national educators, service providers, individuals, and technologists in a cooperative network.

Personnel Development:
Creating and promoting training opportunities for education and rehabilitation professionals on transition, secondary, and postsecondary educational services for students who are deaf.

Technology Utilization:
Demonstrating technology that provides access to and accommodations within programs for individuals who are deaf.

Learn more. Visit our website: www.pepnet.org

Objectives:

1. **Introduce basic vocabulary of captioning used in educational settings**

2. **Explore the differences between various speech to text options**

3. **Consider use of captioning in K-12**

4. **Introduce new resources**

Stretching our minds!

A Lemgo, Germany citizen came up with a brilliant solution which serves both needs of saving funds and lighting the streets for pedestrians late at night: A mobile application. Just send an SMS to the streetlight. They turn the streetlights off at 11:00 pm.
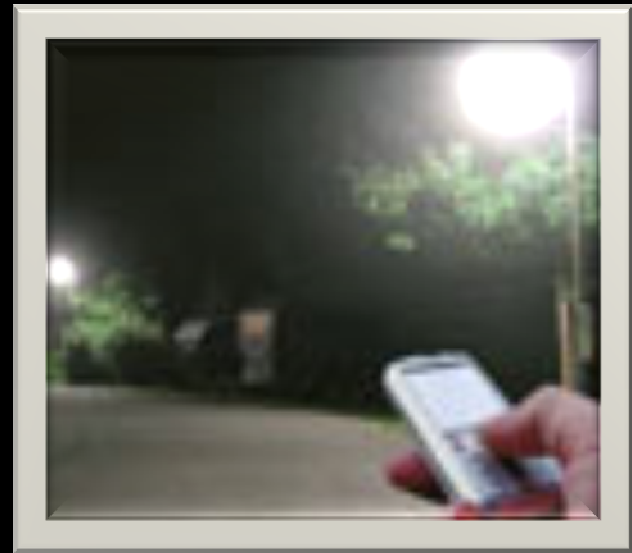
Speech to text

Realtime? CART?

C-Print? Typewell?

What is the difference between CART, C-Print®, and TypeWell®?

- CART (Communication Access Real-time Translation), C-Print®, and TypeWell® are different systems for delivering speech-to-text services.

- CART provides a verbatim output, like you see on TV or court reporting. It requires specialized stenography equipment and at least two years of training.

Steno machine

C-Print® and TypeWell® provide a content-based meaning-for-meaning transcription (similar to an interpreter) rather than verbatim. Laptops are used with specialized software. Training for TypeWell® and C-Print® can be obtained online and generally requires one to two months of training.

SPEECH-TO-TEXT SYSTEM

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
ROCHESTER INSTITUTE OF TECHNOLOGY

Real-time:

Uses:

Classroom
Meetings
Live television

Technology:

1. Steno Based

CART
(Communication
Access Realtime
Translation)

Advantages of CART

Verbatim transcripts

Quality control: NCRA certification

More extensive training

Accuracy at high speeds

Quieter

Can caption for longer extended periods

Technology:

2. Laptop based

- C-Print

- TypeWell

Advantages of C-Print or Typewell (laptop to laptop)

Shorter training time (approx. 150 hrs)

Lower hourly costs

Lower equipment costs

User friendly transcripts, fewer pages

Easier to staff

Beginning to use voice recognition

Same Speech, Three Different Transcripts

- **Verbatim**
  "Here is a cross section of the Great Pyramid. One of the things they did, is you have all of this work going on here. Here is a chamber cut into the bedrock. All the way down here. What people can't figure out is: How did they get the fresh air -- this is like 300 feet or more down this shaft into this big chamber that was cut into the bed-rock. How did they get fresh air down in there? Because you are going to have people down there working, breathing, and exhaling. After a while, they would use up all the oxygen. So, how do they get fresh oxygen down there for those people. That is one problem. "

Two Meaning-for-Meaning Samples

"Here is a cross section of the Great Pyramid. There is all this work going on. There is a chamber cut into the bedrock. How did they get fresh air in there? People are breathing and exhaling and they would use all the oxygen."

"Here is a cross section of the Great Pyramid. One of the things they did, you have all this work going on, a chamber built into the bedrock. How did they get the fresh air 300 feet or more down this shaft into this chamber? Because you will have people down there working, breathing and exhaling, and after a while use up all the oxygen."

Speech to text services might be appropriate for students who:

- Cannot effectively understand a full message in sign language
- Cannot effectively understand a full message with an assistive listening device
- Require braille captioning
- Have appropriate reading levels for the message
- NOTE: This decision is different in K-12 vs. postsecondary

Ideas for making speech to text work at your school

training current school employees

share captioning position with other schools

cross training interpreters

internships with court reporting schools

remote services

Speech to Text Services

Additional resources:

Speech-to-Text Services Network: www.stsn.org/

C-Print®: www.ntid.rit.edu/cprint/

TypeWell®: typewell.com

National Court Reporters Association: www.ncraonline.org/

PEPNet Online Resources

- A Guide to Speech to Text Services in the Postsecondary Environment: Downloadable Handbook

- **2006 Survey of Postsecondary Speech-to-Text Services: Salary and Program Demographics**

- **Both above resources available at**
http://pdcorder.pepnet.org/order/product_result.aspx?prodcode=&prodtitle=&first=&last=&region=2&format=&classtype=&audience=

PEPNet Resources

PEPNet Fall 2008 Newsletter: http://pepnet.org/resnewslet.asp: Numerous speech to text related articles

An Inside Look: Providing Remote Captioning Accommodations Teletraining

- From October 25, 2007, The full transcript, PowerPoint and handouts have been uploaded to the PEPNet website, and are available at

- **www.pepnet.org/training/train071025/**

Remote Captioning
The following agencies are listed as examples only, not endorsements
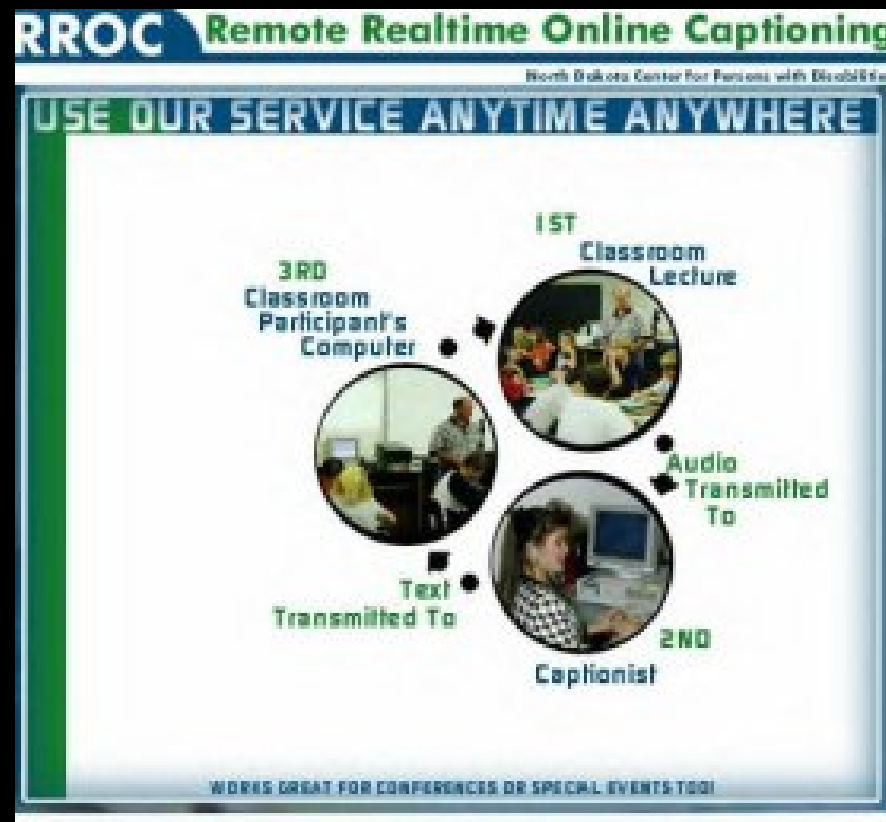
Try The Alternative...

acs
alternative
communication
services

www.AlternativeCommunicationServices.com

You see what we hear.™

2020 captioning &reporting

www.2020Captioning.com
866 554-2099

Services

- **CART:** Nationwide Remote and Onsite
- **Captioning:** Broadcast, Emergency, Offline
- **Webcasting:** Training, Conventions, Financial
- **Court Reporting:** Serving the Legal Profession

C. Jeanette Christian CSR, RPR, RMR, CRR, CBC, CCP
Founder and President with 20 years of experience
Jeanette@2020Captioning.com

Class Act

Promoting Access for Deaf and Hard-of-Hearing Students

National Technical Institute for the Deaf, a College of Rochester Institute of Technology

Teaching	Communication	Support Services	Environment
Introduction	Introduction	Introduction	Introduction
First Day of Class	First Day of Class	First Day of Class	First Day of Class
Pace	Pace	Interpreting	Lighting
Complexity	Flow	Tutoring/Office Hours	Competing Sound
Visuals	HH Students	Notetaking	Seating
Attention	Transitions	Live Captioning	Line of Sight
Point of Reference	Labeling/Referencing	Materials and Media	Safety
Animated Gestures	Rules		Laboratory/Studio
Calling on Students	Vocabulary		Group Work
Giving Directions			Field Work
Testing			
Directions for Labs			

Pace • Teaching • Challenges/Strategies

Challenges/Strategies
Site Accessibility
Using This Site
Discussion Board
Student Perspectives
Teacher Perspectives
Teaching Tools
Search Class Act

[ ] GO

Challenge

Videos
1.2.3.4.
5

You are feeling the pressure to get through as much of the required course material as quickly as possible. In your rush to cover the material you talk rapidly, move quickly through overheads, and hold class questions to a minimum.

You are presenting new concepts and new vocabulary so quickly that

Review of Objectives:

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The foundation of every state is the education of its youth.

Diogenes Laertius

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